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ABSTRACT

This collection of instructions and forms was developed at the Department of Education of Suffolk University (Massachusetts) to assist students, cooperating school administrators, and university supervisors in planning, executing, and evaluating practicums in educational administration. The packet includes a description of the regulations governing a practicum in administration and the necessary elements to be included in proposals for practicums. The specific competencies required by the Massachusetts Board of Education for administrator certification are shown as they apply to the university's supervisor-director training program and the school principal training program. The guidelines for cooperating administrators in practicums are emphasized, including the role of the cooperating administrators and the competencies expected of the trainee. Evaluation forms for practicums in both programs are designed for a trainee's self-evaluation and for the student's evaluation by the university supervisor and the cooperating administrator. The author invites suggestions and emendations from readers. (JW)

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PRACTICUM IN SCHOOL ADMINISTRATION

HANDBOOK:

SCHOOL PRINCIPAL PROGRAM

AND

SUPERVISOR/DIRECTOR PROGRAM

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EA 016 165

To the User:

The attached instructions and forms have been developed to assist students, cooperating practitioners and university supervisors in planning, organizing, supervising and evaluating practica in educational administration. We would appreciate suggestions from users with regard to additions, emendations and clarifications for future editions.

Joseph M. McCarthy, Ph.D.
Director
Leadership Programs
September, 1982

Statement of Ethics for School Administrators

An educational administrator's professional behavior must conform to an ethical code. The code must be idealistic and at the same time practical, so that it can apply reasonably to all educational administrators. The administrator acknowledges that the schools belong to the public they serve for the purpose of providing educational opportunities to all. However, the administrator assumes responsibility for providing professional leadership in the school and community. This responsibility requires the administrator to maintain standards of exemplary professional conduct. It must be recognized that the administrator's actions will be viewed and appraised by the community, professional associates, and students. To these ends, the administrator subscribes to the following statements of standards.

The educational administrator:

1. Makes the well-being of students the fundamental value of all decision making and actions.
2. Fulfills professional responsibilities with honesty and integrity.
3. Supports the principle of due process and protects the civil and human rights of all individuals.
4. Obeys local, state, and national laws and does not knowingly join or support organizations that advocate, directly or indirectly, the overthrow of the government.
5. Implements the governing board of education's policies and administrative rules and regulations.
6. Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals.
7. Avoids using positions for personal gain through political, social, religious, economic, or other influence.
8. Accepts academic degrees or professional certification only from duly accredited institutions.
9. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.
10. Honors all contracts until fulfillment or release.

Approved by AASA Executive Committee, September, 1976
Embraced by NCAR, May, 1976

SUFFOLK UNIVERSITY

Department of Education

INSTRUCTIONS FOR PRACTICUM IN ADMINISTRATION

The Practicum in Administration is a phase of professional preparation in which a student nearing a completion of his/her program does field work under the supervision of a cooperating practicing administrator and a University supervisor so as to develop competence in carrying out administrative responsibilities and putting into practice knowledge and skills acquired in the coursework in the program.

The following regulations govern the Practicum in Administration:

1. The Practicum in Administration is the culminating experience for students in administrative education programs. In the ordinary course of events, therefore, a student ought to have completed at least eight courses in the program, including stipulated pre-practicum courses, and have no unmatched grades of "C" prior to beginning the practicum.

2. The individual student is responsible for arranging the details of his/her practicum in the course, Education 8.70, Field Experience, and having it approved jointly by the cooperating administrator and the University supervisor at a joint proposal hearing. Students may not begin the actual work of the practicum until their proposal has such approval.

3. The five stages in the development of a practicum are:

   a. submission of a formal proposal;
   b. meeting of the student, cooperating administrator(s) and a faculty committee to approve the proposal;
   c. submission of a summary of agreements/modifications reached at the above meeting;
   d. action phase, including ongoing supervision by the cooperating administrator(s) and field observation by the designated university supervisor;
   e. submission of student's final report to cooperating administrator(s) and university supervisor;
   f. final meeting of student, cooperating administrator(s) and university supervisor for summative evaluation and grading.

4. Students seeking approval for a practicum proposal must submit the written proposal in triplicate to Professor McCarthy and are then responsible for arranging to bring together the cooperating administrator(s) and a faculty committee for the proposal hearing.

5. The completed proposal must specify the competencies to be addressed in the practicum (from the 1979 edition of the Massachusetts Board of Education's Regulations for the Certification of Educational Personnel, Section 7.04 (47) or (48) as attached), specific duties to be assumed and tasks to be undertaken, the time frame, the lines of responsibility,

the expected outcomes, and special factors to be noted in evaluation. A copy of the proposal format is attached, as well as copies of formative and summative evaluation forms.

6. Students must undertake suitable administrative responsibilites in the role and at the level of the certificate sought within their own system or institution or within a different system or institution, under the direction of a competent and appropriate cooperating administrator.

7. The cooperating administrator must hold or be specifically exempt from holding the appropriate administrative certification and must be or have once been tenured. Great care ought to be exercised in the choice and briefing of the cooperating administrator.

8. A minimum of 150 clock hours (½ time for 1 semester or ¼ time for the academic year) must be devoted to the action phase of the practicum, not including time spent in generating reports. The student must take on clear administrative duties for at least half that time, and full responsibilities of the role for a substantial period. The student is responsible for keeping a detailed log of his/her tasks and the time devoted to them.

9. Completion of the practicum entails submission of a detailed report in triplicate. This report must discuss the achievement of the stated competencies, analyze critical incidents which arose, and review the entire administration of the project critically. A copy of the final report format is attached.

10. A grade of B or better is required for successful completion of the student's program.

11. The university supervisor will be responsible for grading the practicum after reaching agreement on the grade with the cooperating administrator on the basis of the formative evaluations, study of the student's log and final report. Disagreement of the university supervisor and cooperating administrator on the final evaluation will be resolved by a third person chosen by them.

Suffolk University

PRACTICUM IN ADMINISTRATION

PROPOSAL INSTRUCTIONS

Listed below are the general guidelines to be used in developing proposals for the Practicum in Administration. Proposals should include each item listed below. While they should be concise, proposals may be of any length.

1. Personal Needs to be Addressed

   The proposal must address specific knowledge, skills and attitudes which will be of demonstratable use to the individual in the administrative role at which he/she aims. The practicum must be structured to include exercise of the competencies listed in the 1979 edition of the Massachusetts Board of Education's Regulations for the Certification of Educational Personnel, Section 7.04 (47) or (48) as appropriate. With the assistance of the University Supervisor, the student will conduct a self-evaluation to determine the measure in whcih the exercise of each competency must be stressed in the practicu. This section will summarize that self-assessment.

2. Statement of Objectives

   Specific and well-defined objectives should flow directly from the needs analysis. A particular competency may require only one objective or several different objectives. Each objective should describe the anticipated outcome if the objective is successfully achieved, this outcome to be stated in achievement of behavioral terms. Each objective should be realistic and achievable, not overstated or too broad in scope.

3. Practicum Activities

   After the objectives are formulated, a program of activities should be designed to achieve the objectives. These activities must include a broad and representative variety of tasks typical of the supervisor/ director or principal role. The student must take on clear administrative duties for at least one-half of the time and the full responsibilities of the role for a substantial period, and the proposal must state clearly how this is to be done. If the practicum involves multiple assignments, more than half the practicum must be spent in one assignment. The proposal must state clearly the level on which certification will be sought, and the activities of the practicum must be relevant to that level.

4. Project Management

   Proposals must describe the lines of responsibility for project management and indicate what provisions have been made to insure sufficient time for adequate management of the project. Lines of authority and responsibility for all personnel should be specified. Qualifications and role descriptions should be included for all management, teaching and consultant personnel.

This section must explicitly certify that the cooperating administrator holds or is specifically exempt from holding an appropriate certificate and is or has once been tenured.

5. Evaluation Design

The practicum will be evaluated jointly by the university supervisor and the cooperating administrator with the assistance of input from the student. The three will meet at the onset of the Practicum to approve the proposal, explain standards and procedures of evaluation, and agree on a mediator in the event mediation should become necessary. They will meet on-site with the student for formative evaluation, at which time each of the three will complete a copy of the attached Formative Evaluation Form. Upon completion of the practicum, they will convene for a final meeting at which they will review the student's activity log, the final report, and other matrerials as appropriate before completing a copy of the Summative Evaluation Form and agreeing upon a grade. To assist this process, the proposal must contain a format for evaluation of each objective. Criteria should be described for measuring whether the anticipated outcome for each objective is achieved. The proposal should also specify evaluation measures such as questionnaires on attitude, performance, observations, etc., standardized or specially developed tests, reports on participation, behavior, or performance, documentation of attendance at meetings, numbers of requests for information, material, or assistance, and other measures to supplement and assist the evaluation efforts of the university supervisor and cooperating administrator. The proposed mediator should also be indicated.

6. Approvals

The proposal should bear the attached cover sheet, "Practicum Proposal Form" for signature by the parties involved. Should proposal modifications be suggested in the proposal hearing, the student is responsible for preparing an addendum to the proposal stipulating such modifications.

Suffolk University

DEPARTMENT OF EDUCATION

SUPERVISOR/DIRECTOR PROGRAM

COMPETENCIES MANDATED FOR CERTIFICATION

Attached are the specific competencies mandated in Section 7.04 (47) of the 1979 edition of the Massachusetts Board of Education's Regulations for the Certification of Educational Personnel. Core and program requirements in the Supervisor/Director Program have been designed to address these competencies, and students must take care to design their Practicum in Administration to address them.

(47) Supervisor/Director

(a) Requirements
1. possession of a Massachusetts teacher's certificate
2. three years of employment in the role covered by that certificate
3. completion of a pre-practicum consisting of 24 semester hours of course work and other experiences on the graduate level as defined by Standards I-V, below
4. completion of a half practicum (150 clock hours) within one year, or an internship (300 clock hours) within two years, judged successful on the basis of the standards. The practicum or internship must include responsibility for supervision or direction within the same area of education (e.g., special education, elementary education, guidance, science) as the candidate's teacher's certificate

(b) Standard I. The effective director or supervisor knows:
1. theories of curriculum design and evaluation
2. theories and techniques of supervision and evaluation of personnel
3. organizational characteristics of schools and strategies for institutional change
4. theories and methods of staff development and in-service education
5. sociology and philosophy of education
6. recent research in methods of teaching and learning

(c) Standard II. The effective administrator communicates clearly and appropriately. To meet this standard, the candidate will demonstrate that he or she:
1. presents instructional goals and policies effectively to teachers, students, parents, and the community
2. presents the needs and concerns of teachers and students to her administrators and to the community

(d) Standard III. The effective administrator sets goals, establishes priorities, allocates resources and facilitates the instructional process in response to the needs of learners, teachers, and the community. To meet this standard, the candidate will demonstrate that he or she:

1. analyzes and defines the educational needs of students, teachers, and the community
2. plans and implements programs responsive to these needs
3. allocates resources equitably and efficiently
4. encourages staff and community initiative and involvement in the development of instructional programs
5. coordinates related aspects of instructional programs

(e) Standard IV. The effective administrator uses the results of various evaluative procedures to assess the effectiveness of programs and personnel. To meet this standard, the candidate will demonstrate that he or she:

1. selects, uses, and interprets appropriate evaluation techniques and instruments
2. uses the results of evaluation to improve programs and the performance of personnel
3. supervises staff in an equitable, open, and constructive manner
4. evaluates his or her own role, behavior and performance

(5) Standard V. The effective administrator deals in an equitable, sensitive and responsive manner with students, teachers, parents, and the community. To meet this standard, the candidate will demonstrate that he or she:

1. actively promotes the principles of a democratic society
2. fosters a school environment favorable to openness of inquiry and devoid of ridicule
3. accepts and respects individual and group differences in values, religion, race, language, and social background

Suffolk University

DEPARTMENT OF EDUCATION

SCHOOL PRINCIPAL PROGRAM

COMPETENCIES MANDATED FOR CERTIFICATION

Attached are the specific competencies mandated in Section 7.04 (48) of the 1979 edition of the Massachusetts Board of Education's Regulations for the Certification of Educational Personnel. Core and program requirements in the School Principal Program have been designed to address these competencies, and students must take care to design their Practicum in Administration to address them.

(48) School Prinicipal (N-6) (5-9) (9-12)

(a) Requirements
1. possession of a Massachusetts classroom teaching certificate
2. three years of employment in the role covered by that certificate
3. completion of a pre-practicum consisting of 24 semester hours of courses and other experiences on the graduate level as defined by Standards I - V, below
4. completion of a half practicum (150 clock hours) within one year, or an internship (300 clock hours) within two years, judged successful on the basis of the standards

(b) Standard I. The effective principal knows:
1. theories of curriculum design and evaluation
2. theories and techniques of supervision and evaluation of personnel
3. school law, budgeting, plant management
4. human relations and community education
5. sociology and philosophy of educa tion
6. organizational characteristics of schools and strategies for institutional change

(c) Standard II. The effective administrator communicates clearly and appropriately. To meet this standard, the candidate will demonstrate that he or she:
1. presents instructional goals and policies effectively to teachers, students, parents, and the community
2. presents the needs and concerns of teachers and students to other administrators and to the community

(d) Standard III. The effective administrator sets goals, establishes priorities, allocates resources and facilitates the instructional process in response to the needs of learners, teachers, and the community. To meet this standard, the candidate will demonstrate that he or she;
1. analyzes and defines the educational needs of students, teachers, and the community

2. plans and implements programs responsive to these needs
3. allocates resources equitably and efficiently
4. encourages staff and community initiative and involvement in the development of instructional programs
5. coordinates related aspects of instructional programs

(e) Standard IV. The effective administrator uses the results of various evaluative procedures to assess the effectiveness of programs and personnel. To meet this standard, the candidate will demonstrate that he or she:

1. selects, uses, and interprets appropriate evaluation techniques and instruments
2. uses the results of evaluation to improve programs and the performance of personnel
3. supervises staff in an equitable, open, and constructive manner
4. evaluates his or her own role, behavior and performance

(f) Standard V. The effective administrator deals in an equitable, sensitive and responsive manner with students, teachers, parents, and the community. To meet this standard, the candidate will demonstrate that he or she:

1. actively promotes the principles of a democratic society
2. fosters a school environment favorable to openness of inquiry and devoid of ridicule
3. accepts and respects individual and group differences in values, religion, race, language, and social background

Name _____

Suffolk University

PRACTICUM IN ADMINISTRATION

PRACTICUM PROPOSAL FORM

1. Proposal Title: _____

_____

2. Site: _____

3. Persons who will have primary responsibility for assisting in this practicum:

Name	Affiliation	Phone	Function in Practicum

4. Practicum begins on _____ and will end on _____
(date) (date)

5. The enclosed material is true and complete to the best of my knowledge, and represents adequately my intentions in undertaking the practicum.

(signed) _____

6. The attached proposal is accepted as a basis for undertaking the practicum (subject to modifications also attached)

(signed) _____
(university supervisor)

_____
(cooperating administrator)

Suffolk University

PRACTICUM IN ADMINISTRATION

FINAL REPORT INSTRUCTIONS

The final report on the practicum should explain the goals of the project and demonstrate the way in which the objectives were/were not achieved. It should include the following parts:

1. Analysis of the Role

   Utilizing the previously prepared analysis of the organizational structure of the practicum setting this section should draw a synthetic picture of the unique characteristics and problems of the setting.

2. Analysis of Activities

   This section should comprise a brief but trenchant narrative of the progress of the practicum, including analysis of critical incidents which arose, any modifications made in the plan, and a critical review of the administration of the project.

3. Assessment of Progress

   With reference to the background provided by the previous sections, this part of the report should examine the achievement of each competency. Special care should be taken in this part of the report, and constant reference should be made to the outcome of evaluation techniques suggested in the proposal. Items of evidence may be attached as appendices. The log of activities should also be attached as an appendix.

4. Cover Sheet

   The final report should bear the attached cover sheet, a copy of which must be submitted to the Bureau of Teacher Certification and Placement of the Massachusetts Department of Education by those applying for appropriate administrative certification.

Commonwealth of Massachusetts
Department of Education
BUREAU OF TEACHER PREPARATION CERTIFICATION AND PLACEMENT

Practicum (or Internship) Report

This form is issued pursuant to regulations adopted under M.G.L. c. 71, s. 38G, and it or a form containing the same information must be completed and filed with the Bureau by all applicants for certification except those who are applying under the Interstate Agreement on the Certification of Educational Personnel.

PART I To be completed by the applicant (and/or college supervisor)

1. Name: 2. Soc. Sec. #:
3. Address:
4. College:
5. Nature and length of three prepracticum field experiences:

6. Practicum (or college-supervised internship) course number:
   Course title:
   Number of credits:
   When taken:

   (If this is a report on a locally supervised internship, attach a copy of the Bureau's internship approval form instead of answering Question 6.)

7. Practicum (or internship) site(s):
8. Grade level(s) of students:
9. Approximate number of clock hours spent observing:_____ assisting:_____ taking on full responsibilities of the role:_____
10. Other Massachusetts certificates or approvals held, if any:

PART II To be completed by the college supervisor

Name: Position:

The applicant has completed a practicum or internship which has been designated by the college as partial preparation for the following certificate:_____

PART III To be completed by the cooperating practitioner (or local evaluator)

Name: Position:

School system: Tenure status:

Massachusetts Certificate #: Field(s):

PART IV To be initialled as indicated (If locally sponsored internship, local evaluators should initial in place of college supervisor and cooperating practitioner)

1. An initial meeting was held at which the standards and the procedures for evaluation were explained to the applicant.

Applicant:_____ College Supervisor:_____ Cooperating Practitoner:_____

2. A meeting was held midway through the practicum or internship at which the applicant's progress towards meeting the standards was discussed.

Applicant:_____ College Supervisor:_____ Cooperating Practitioner:_____

3. A final meeting was held at which the evaluation of the applicant was explained and at which the applicant had ample opportunity to raise questions or objections.

Applicant:_____ College Supervisor:_____ Cooperating Practitioner:_____

PART V To be completed by the cooperating practitioner and/or college supervisor and/or local evaluator(s)

STANDARD I The applicant is knowledgeable in the field of certification

Yes: No:

STANDARD II The applicant communicates clearly, understandably, and appropriately

Yes: No:

STANDARD III The applicant sets goals, establishes priorites, allocates resources and facilitates the instructional process in response to the needs of learners, teachers, and the community.

Yes: No:

STANDARD IV The applicant uses the results of various evaluative procedures to assess the effectiveness of programs and personnel

Yes: No:

STANDARD V The applicant deals in an equitable, sensitive and responsive manner with students, teachers, parents, and the community

Yes: No:

Signed: _____ Cooperating practitoner (or local evaluator)

_____ College supervisor (or local evaluator)

_____ Mediator (if necessary: See Regulation 7.02 (12))

Suffolk University

Practicum in Administration
Supervisor/Director Program

GUIDELINES FOR COOPERATING ADMINISTRATORS

A. Introduction

Trainees will engage in a program of field work and will work under the joint direction of a cooperating administrator and a university supervisor. A detailed explanation of the expectations of the trainee and the role of the cooperating administrator are discussed in the following sections.

The development of particular competencies through participation in the program necessitates that certain opportunities and experiences be present. Because of the differences among schools these opportunities and experiences will sometimes vary in degree from school to school, but every effort should be made to have trainees share as fully in the available opportunities as possible.

The dynamics of the interpersonal relationship between the trainee and supervisor are factors which determine the richness, depth and breadth of the field work experience. As a result, the interpersonal dimension of the field work experience is one which must be carefully nourished and continuously assessed.

In order to provide for the development of competencies, the following list of experiences will be used as a guide for trainees, and supervisors.

B. Competencies to be Developed by Trainees

Standard I. The effective director or supervisor knows:
1. theories of curriculum design and evaluation
2. theories and techniques of supervision and evaluation of personnel
3. organizational characteristics of schools and strategies for institutional change
4. theories and methods of staff development and in-service education
5. sociology and philosophy of education
6. recent research in methods of teaching and learning

Standard II. The effective administrator communicates clearly and appropriately. To meet this standard, the candidate will demonstrate that he or she:
1. presents instructional goals and policies effectively to teachers, students, parents, and the community
2. presents the needs and concerns of teachers and students to other administrators and to the community

Standard III. The effective administrator sets goals, establishes priorities, allocates resources and facilitates the instructional process in response to the needs of learners, teachers, and the community. To meet this standard, the candidate will demonstrate that he or she:

1. analyzes and defines the educational needs of students, teachers, and the community
2. plans and implements programs responsive to these needs
3. allocates resources equitably and efficiently
4. encourages staff and community initiative and involvement in the development of instructional programs
5. coordinates related aspects of instructional programs

Standard IV. The effective administrator uses the results of various evaluative procedures to assess the effectiveness of programs and personnel. To meet this standard, the candidate will demonstrate that he or she:

1. selects, uses, and interprets appropriate evaluation techniques and instruments
2. uses the results of evaluation to improve programs and the performance of personnel
3. supervises staff in an equitable, open, and constructive manner
4. evaluates his or her own role, behavior and performance

Standard V. The effective administrator deals in an equitable, sensitive and responsive manner with students, teachers, parents, and the community. To meet this standard, the candidate will demonstrate that he or she:

1. actively promotes the principles of a democratic society
2. fosters a school environment favorable to openness of inquiry and devoid of ridicule
3. accepts and respects individual and group differences in values, religion, race, language, and social background

C. The Role of the Cooperating Administrator

1. The challenge

The cooperating administrator has the major responsibility of making the field work program a good learning situation for the trainee. His/her commitment to the program and interest in the needs of the trainee can be one of the chief factors in the effectiveness of the experience for both the trainee and for the cooperating school. The cooperating administrator becomes a member of the teaching team and shares crucially in the induction of the trainee into the profession. The grade awarded the trainee for the practicum must be determined by agreement of the cooperative administrator and the university supervisor. Should they fail to agree, a mediator must be consulted.

2. Personal relations with trainee
   a. Respect the personal integrity of the trainee.
   b. Accept the trainee both as a student and as a fellow administrator.
   c. Establish and maintain informal, friendly working relations with the trainee.

d. Encourage the trainee to express his/her own opinions and to feel free to come to you to discuss problems.
e. Encourage the trainee to make his/her own decisions, based on defensible standards rather than asking you to make a decision.
f. Originate and suggest new ideas without dominating the trainee's thought and action.
g. Take an empathic interest in the trainee's personal problems and be tactful and helpful in assisting him/her in the adjustment to personal problems, responsibilities and limitations.

3. Provision of opportunities for skill development
a. Make a definite arrangement for the time, place and frequency of supervisory conferences.
b. Develop a system of evaluation and share your judgments with your trainee to develop new ideas and put them into practice.
c. Encourage your trainee to develop new ideas and put them into practice.
d. Clarify the trainee's responsibilities and privileges and give him/her security in knowing what is expected the first day, the first week and periodically throughout the assignment.
e. Clarify the trainee's relationship to the administration, teachers, pupils and parents, and give him/her an understanding of the proper channels of communication and ways of working.
f. Make a place for the trainee in the professional life of the school staff.
g. Develop a team relationship so that the trainee feels he/she is a partner in a going concern.
h. Assist the trainee in developing a workplan and in arranging experiences throughout the school and community.
i. Assist the trainee in securing opportunities to discuss professional matters with other staff members.
j. Refer the trainee to sources of information and illustrative material.
k. Refrain from dumping your own "busy work" on the trainee.

Suffolk University

Practicum in Administration

School Principal Program

GUIDELINES FOR COOPERATING ADMINISTRATORS

A. Introduction

Trainees will engage in a year long program of field work and will work under the joint direction of a cooperating administrator and a university supervisor. A detailed explanation of the expectations of the trainee and the role of the cooperating administrator are discussed in the following sections.

The development of particular competencies through participation in the program necessitates that certain opportunities and experiences be present. Because of the differences among schools these opportunities and experiences will sometimes vary in degree from school to school, but every effort should be made to have trainees share as fully in the available opportunities as possible.

The dynamics of the interpersonal relationship between the trainee and supervisor are factors which determine the richness, depth and breadth of the field work experience. As a result, the interpersonal dimension of the field work experience is one which must be carefully nourished and continuously assessed.

In order to provide for the development of competencies, the following list of experiences will be used as a guide for trainees, and supervisors.

B. Competencies to be Developed by Trainees

Standard I. The effective principal knows:
1. theories of curriculum design and evaluation
2. theories and techniques of supervision and evaluation of personnel
3. school law, budgeting, plant management
4. human relations and community education
5. sociology and philosophy of education
6. organizational characteristics of schools and strategies for institutional change

Standard II. The effective administrator communicates clearly and appropriately. To meet this standard, the candidate will demonstrate that he or whe:
1. presents instructional goals and policies effectively to teachers, students, parents, and the community
2. presents the needs and concerns of teachers and students to the community

Standard III. The effective administrator sets goals, establishes priorities, allocates resources and facilitates the instructional process in response to the needs of learners, teachers, and the community. To meet this standard, the candidate will demonstrate that he or she:

1. analyzes and defines the educational needs of students, teachers, and the community
2. plans and implements programs responsive to these needs
3. allocates resources equitably and efficiently
4. encourages staff and community initiative and involvement in the development of instructional programs
5. coordinates related aspects of instructional programs

Standard IV. The effective administrator uses the results of various evaluative procedures to assess the effectiveness of programs and personnel. To meet this standard, the candidate will demonstrate that he or she:

1. selects, uses, and interprets appropriate evaluation techniques and instruments
2. uses the results of evaluation to improve programs and the performance of personnel
3. supervises staff in an equitable, open, and constructive manner
4. evaluates his or her own role, behavior and performance

Standard V. The effective administrator deals in an equitable, sensitive and responsive manner with students, teachers, parents, and the community. To meet this standard, the candidate will demonstrate that he or she:

1. actively promotes the principles of a democratic society
2. fosters a school environment favorable to openness of inquiry and devoid of ridicule
3. accepts and respects individual and group differences in values, religion, race, language, and social background

C. The Role of the Cooperating Administrator

1. The challenge

The cooperating administrator has the major responsibility of making the field work program a good learning situation for the trainee. His/her commitment to the program and interest in the needs of the trainee can be one of the chief factors in the effectiveness of the experience for both the trainee and for the cooperating school. The cooperating administrator becomes a member of the teaching team and shares crucially in the induction of the trainee into the profession. The grade awarded the trainee for the practicum must be determined by agreement of the cooperative administrator and the university supervisor. Should they fail to agree, a mediator must be consulted.

2. Personal relations with trainee
   a. Respect the personal integrity of the trainee.
   b. Accept the trainee both as a student and as a fellow administrator.
   c. Establish and maintain informal, friendly working relations with the trainee.

d. Encourage the trainee to express his/her own opinions and to feel free to come to you to discuss problems.
e. Encourage the trainee to make his/her own decisions, based on defensible standards rather than asking you to make a decision.
f. Originate and suggest new ideas without dominating the trainee's thought and action.
g. Take an empathic interest in the trainee's personal problems and be tactful and helpful in assisting him/her in the adjustment to personal problems, responsibilities and limitations.

2. Provision of opportunities for skill development
a. Make a definite arrangement for the time, place and frequency of supervisory conferences.
b. Develop a system of evaluation and share your judgments with your trainee to develop new ideas and put them into practice.
c. Encourage your trainee to develop new ideas and put them into practice.
d. Clarify the trainee's responsibilities and privileges and give him/her security in knowing what is expected the first day, the first week and periodically throughout the assignment.
e. Clarify the trainee's relationship to the administration, teachers, pupils and parents, and give him/her an understanding of the proper channels of communication and ways of working.
f. Make a place for the trainee in the professional life of the school staff.
g. Develop a team relationship so that the trainee feels he/she is a partner in a going concern.
h. Assist the trainee in developing a workplan and in arranging experiences throughout the community.
i. Assist the trainee in securing opportunities to discuss professional matters with other staff members.
j. Refer the trainee to sources of information and illustrative material.
k. Refrain from dumping your own "busy work" on the trainee.

SUFFOLK UNIVERSITY
DEPARTMENT OF EDUCATION
SUPERVISOR/DIRECTOR PROGRAM

PRACTICUM IN ADMINISTRATION EVALUATION FORM

Name _____

Practicum Location _____

Cooperating Administrator _____

University Supervisor _____

This instrument is designed to assess the achievement by the student of the competencies listed in Section 7.04 (47) of the 1979 edition of the Massachusetts Board of Education's "Regulations for the Certification of Educational Personnel." Students are expected to utilize this form for self-evaluation leading to professional improvement; the university supervisor and cooperating administrator will use it to record their estimate of the student's professional competence.

Rating Scale: 5 - demonstrates a high degree of competence
4 - performing competently
3 - an adequate beginning
2 - experiencing difficulty
1 - not evident

Standard I: The effective director or supervisor knows:

	5	4	3	2	1
1. theories of curriculum design and evaluation					
2. theories and techniques of supervision and evaluation of personnel					
3. organizational characteristics of schools and strategies for institutional change					
4. theories and methods of staff development and in-service education					
5. sociology and philosophy of education					
6. recent research in methods of teaching and learning					

Standard II: The effective administrator communicates clearly and appropriately. To meet this standard, the candidate will demonstrate that he or she:

	5	4	3	2	1
1. presents instructional goals and policies effectively to teachers, students, parents, and the community					
2. presents the needs and concerns of teachers and students to other administrators and to the community					

Standard III: The effective administrator sets goals, establishes priorities, allocates resources and facilitates the instructional process in response to the needs of learners, teachers, and the community. To meet this standard, the candidate will demonstrate that he or she:

	5	4	3	2	1
1. analyzes and defines the educational needs of students, teachers, and the community					
2. plans and implements programs responsive to those needs					
3. allocates resources equitably and efficiently					
4. encourages staff and community initiative and involvement in the development of instructional programs					

Standard IV: The effective administrator uses the results of various evaluative procedures to assess the effectiveness of programs and personnel. To meet this standard, the candidate will demonstrate that he or she:

	5	4	3	2	1
1. selects, uses, and interprets appropriate evaluation techniques and instruments					
2. uses the results of evaluation to improve programs and the performance of personnel					
3. supervises staff in an equitable, open, and constructive manner					
4. evaluates his or her own role, behavior and performance					

Standard V: The effective administrator deals in an equitable, sensitive and responsive manner with students, teachers, parents, and the community. To meet this standard, the candidate will demonstrate that he or she:

	5	4	3	2	1
1. actively promotes the principles of a democratic society					
2. fosters a school environment favorable to openness of inquiry and devoid of ridicule					
3. accepts and respects individual and group differences in values, religion, race, language, and social background					

Special strengths of student: _____

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Suggestions for improvement: _____

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Grade for Practicum:

_____ _____

University Supervisor Cooperating Administrator

_____ _____

Date Date

Suffolk University
Department of Education

SCHOOL PRINCIPAL PROGRAM

PRACTICUM IN ADMINISTRATION EVALUATION FORM

Name _____

Practicum Location _____

Cooperating Administrator _____

University Supervisor _____

This instrument is designed to assess the achievement by the student of the competencies listed in Section 7.04 (48) of the 1979 edition of the Massachusetts Board of Education's "Regulations for the Certification of Educational Personnel." Students are expected to utilize this form for self-evaluation leading to professional improvement; the university supervisor and cooperating administrator will use it to record their estimate of the student's professional competence.

Rating scale: 5 - demonstrates a high degree of competence
4 - performing competently
3 - an adequate beginning
2 - experiencing difficulty
1 - not evident

Standard I: The effective principal knows:

	5	4	3	2	1
1. theories of curriculum design and evaluation					
2. theories and techniques of supervision and evaluation of personnel					
3. school law, budgeting, plant management					
4. human relations and community education					
5. sociology and philosophy of education					
6. organizational characteristics of schools and strategies for institutional change					

Standard II: The effective administrator communicates clearly and appropriately. To meet this standard, the candidate will demonstrate that he or she:

	5	4	3	2	1
1. presents instructional goals and policies effectively to teachers, students, parents, and the community					
2. presents the needs and concerns of teachers and students to other administrators and to the community					

Standard III: The effective administrator sets goals, establishes priorities, allocates resources and facilitates the instructional process in response to the needs of learners, teachers, and the community. To meet this standard, the candidate will demonstrate that he or she:

	5	4	3	2	1
1. analyzes and defines the educational needs of students, teachers, and the community					
2. plans and implements programs responsive to those needs					
3. allocates resources equitably and efficiently					
4. encourages staff and community initiative and involvement in the development of instructional programs					
5. coordinates related aspects of instructional programs					

Standard IV: The effective administrator uses the results of various evaluative procedures to assess the effectiveness of programs and personnel. To meet this standard, the candidate will demonstrate that he or she:

	5	4	3	2	1
1. selects, uses, and interprets appropriate evaluation techniques and instruments					
2. uses the results of evaluation to improve programs and the performance of personnel					
3. supervises staff in an equitable, open and constructive manner					
4. evaluates his or her own role, behavior and performance					

Standard V: The effective administrator deals in an equitable, sensitive and responsive manner with students, teachers, parents, and the community. To meet this standard, the candidate will demonstrate that he or she:

	5	4	3	2	1
1. actively promotes the principles of a democratic society					
2. fosters a school environment favorable to openness of inquiry and devoid of ridicule					
3. accepts and respects individual and group differences in values, religion, race, language, and social background					

Special strengths of student: _____

Suggestions for improvement: _____

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Grade for Practicum:

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University Supervisor Cooperating Administrator

_____ _____

Date Date

SUFFOLK UNIVERSITY

ADMINISTRATION AND SUPERVISION PROGRAMS

QUESTIONNAIRE FOR COOPERATING ADMINISTRATORS

Name: _____

School: _____

Please identify the areas in which you think your Suffolk University administration trainee was well prepared:

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Please identify the areas in which you think your Suffolk University administration trainee was not well prepared:

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Please make additional comments and suggestions as appropriate:

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Please return to: Dr. Joseph M. McCarthy, Director
Administration & Supervision Programs
Suffolk University
Beacon Hill, Boston, MA 02114